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ABSTRACT

This search of the ERIC system, Dissertation Abstracts, and the journal literature yielded 35 documents which are abstracts here. These documents review different ways in which students can be utilized as volunteers in school and in the community. (CJ)

ED 061571

searchlight

Relevant Resources in High Interest Areas

CG 400 062

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RETROSPECTIVE SEARCH

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Students as Resources

Compiled by Mary Jane Kidder

October 1971

This search reviews different ways in which students can be employed as volunteers in the school and community.
(35 document abstracts retrieved)

$1.00

CG 400 062

Searchlight is a development of the ERIC Counseling and Personnel Services Information Center and is published in cooperation with the School of Education at The University of Michigan.

ERIC/CAPS, Room 2108, School of Education Building
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Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the ERIC Reports Order Blank at the back of this packet.

Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo copy (X) at $10.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 041 871 SP 004 189
Allen, Dwight W.
Students As Teachers. Education Cassette Series No. 116.
Pub Date 70
Note—A tape recording
Available from—Instructional Dynamics Inc., 166 E. Superior St., Chicago, Ill. 60611 ($6.50; minimum order, 3 cassettes of series)
Document Not Available from EDRS.
Descriptors—*Cross Age Teaching, Elementary School Students, *Inservice Teacher Education, *Peer Teaching, Secondary School Students

This 20-minute tape cassette on students as teachers is one of a series designed to inspire in-service school personnel and provide them with basic information about school innovation. Allen's comments focus on the appropriate teaching roles for students and the advantages of students as teachers. Allen feels that all kinds of students can and should teach--one of the reasons being that teaching is a good learning technique. He has flexible ideas about the size of the group taught, who should be taught, the amount of supervision, and the extension of student responsibility into developing instructional materials and designing courses. To those who think students taught by other students would suffer from occasional inaccurate information, Allen answers that the notion that everything taught in school is right is nonsense anyway and should be discarded if we are really trying to develop critical thinking in students. He cites other advantages of students as teachers, along with several disadvantages (such as exploitation) which, however, he feels can be overcome. (LP)

ED 033 136 TE 001 572
Davis, Ronald James
Student-to-Student Tutoring in Selected English Language Skills at the Island Trees Junior High School, Levittown, New York.
Pub Date 67
Note—69p.; Ed.D. Dissertation, St. John's University.
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 68-1122, MF $3.00, Xerography $3.80)
Document Not Available from EDRS.
Descriptors—Achievement Gains, *English Instruction, Grade 9, Grouping (Instructional Purposes), High Achievers, Individualized Instruction, *Language Skills, Low Achievers, *Peer Teaching, Spelling, *Teaching Techniques, Tutorial Programs, *Tutoring

This study attempted to determine whether tutoring could produce positive changes in certain language skills that would be reflected in English marks and standardized test results. Ninth grade boys and girls (120) were selected and arranged into paired experimental and control students. Both experimental and control pairs used prepared materials and consisted of one high-achieving tutor and one low-achieving tutee. The experimental pairs worked together as a pupil-team, but the control pairs communicated only in writing. Evaluation, based on gains as indicated by final English marks and by "Stanford Achievement Test" sub-test scores, indicated that the experimental high-achieving students (tutors) made significant gains in English marks, paragraph meaning, and spelling, but the low achievers being tutored made no significant gains in any of the measures employed. The results suggested that teaching others stimulated the tutors to improve their language skills. Further research should take into account follow-up studies, coordination of regular instruction and tutoring, evaluation of tutoring materials, tutor training, and the use of low achievers to tutor lower achievers. (Author/LH)

ED 035 419 JC 700 040
Dyste, Ron
The Student Counseling Program: Criticism and Analysis.
Pub Date Apr 69
Note—27p.

Descriptors—*Counseling Programs, *Disadvantaged Youth, *Junior Colleges, Minority Groups, *Paraprofessional School Personnel, *Peer Relationship

In the spring of 1968, Los Angeles City College inaugurated a program designed to test the efficacy of peer counseling for students from low income families of minority ethnic background. The first 11 months of the program's operation are reviewed in this paper which is written by one of the original 29 students hired as counseling assistants. Emphasis is on the internal development of the program and the problems encountered as the students who were involved organized their efforts toward accomplishing goals--which the author found easier to state than to realize. The effects of student power, salary, and idealism as motivating forces behind the program are discussed in detail, and possibilities for improving the program are included. See also ED 032 045. (Author/MC)

ED 031 215 JC 690 250
Hernandez, John Paul
Student to Student: How California Junior College Students Help Their Fellow Disadvantaged College Students.
Pub Date 68
Note—37p.; Seminar paper

Descriptors—*Disadvantaged Groups, *Disadvantaged Youth, *Junior Colleges, Minority Groups, Special Programs, *Student Participation, *Student Projects, Students
Identifiers—California

This report presented a survey of junior college programs that use students to recruit, retain, and follow up disadvantaged students. Programs using students to recruit the disadvantaged at the elementary and junior high school, high school, and community levels were reviewed. Student-to-student programs in the area of retention included the following: recruitment/retention (programs which not only recruit but also retain by providing work in basic skills), tutoring, counseling, financial aids, curriculum advising, and extracurricular activities. Follow-up programs focused on job placement or dropouts. In establishing student-to-student programs, the following questions should be considered: what types of student should be encouraged to participate; should the programs be organized by the administration, faculty, or students; should participation in the tutoring and counseling programs be on a paid or voluntary basis; and should students be included on advisory committees or merely participate in student-to-student situations. Other factors deserving consideration include: (1) some programs, especially extracurricular activities, must be conducted subtly to be effective; and (2) programs to assist disadvantaged students heighten the awareness of these students of their problems and the college's commitment to help them. If these programs are not successful the reverse of the desired ends may result. (MB)

ED 041 178 AA 000 586
Mattson, Judith, Ed.
Peer Counseling. CAPS Capsule. Volume 3 Number 3.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2487
Pub Date 70
Contract—OEC-3-6-002487-1579-(010)
Note—28p.
Available from—ERIC Counseling and Personnel Services Information Center, 611 Church Street, Ann Arbor, Michigan 48104. (No price is quoted.)

Descriptors—*College Programs, Community Colleges, Conference Reports, *Counseling Programs, Guidance Programs, *High Schools, *Innovation, *Peer Relationship, Program Descriptions, Programs

This issue features the area of peer counseling in the two main articles and a bibliography. Two programs are described -- one at the college level, and one in a high school setting. In addition, regular features include: FOCUS on Community Colleges; Innovative Programs (this time devoted to post high school employment or training placement); a review of ERIC and ERIC/CAPS publications; and a review of ERIC/CAPS conferences and other Center activities. (JM)

ED 032 022 HE 001 101
Meehan, Mary
Student Programs to Supplement the Curriculum.
United States National Student Association, Washington, D.C.
Pub Date 66
Note—99p.
Available from—U.S. National Student Association, 2115 S Street, NW, Washington, D.C. 20008 ($3.00)
Document Not Available from EDRS.
Descriptors—Academic Enrichment, Educational Programs, *Higher Education, *Program Guides, Speaking Activities, *Special Programs, *Student Participation, *Student Role

This program manual was written to fulfill a National Student Congress mandate directing the national office of the National Student Association to compile material on methods "by which student governments can stimulate interest in academic issues." It called for special attention to the stimulation of interest in national and international affairs. General guidelines for attacking the problem of apathy are presented, and methods of evaluating and improving the intellectual and cultural climate of the campus are suggested. The bulk of the manual deals with specific programs that have been successfully used by students to enrich their formal college or university education. Examples are given of various types of lecture series, the use of students as speakers, debates, visiting fellows programs, student-to-student discussions, student-faculty discussions, study groups and seminars, symposia, teach-ins, political unions, mock conventions and elections, and methods of financing such programs. This wealth of practical information, which is enhanced by extensive footnotes, was gathered from many different types of campuses across the US. (JS)

ED 012 717 UD 000 790
MURTON, BONNIE J. AND OTHERS
PROJECT MOTIVATION 1964-1965.
HENNEPIN COUNTY COMMUNITY HEALTH AND WELFARE COUNC
PUB DATE MAR 66
110P.
DESCRIPTORS *DISADVANTAGED YOUTH, *EDUCATIONAL PROGRAMS, *MOTIVATION, *PROGRAM EVALUATION, *STUDENT VOLUNTEERS, *YOUTH PROGRAMS, ACADEMIC ACHIEVEMENT, COLLEGE STUDENTS, ELEMENTARY SCHOOL STUDENTS, ENRICHMENT ACTIVITIES.

MINNEAPOLIS, PARENT ATTITUDES, PROGRAM ADMINISTRATION, PROJECT MOTIVATION, SOCIAL ATTITUDES, TABLES (DATA), YOUTH DEVELOPMENT PROJECT,

THIS EVALUATION REPORT DESCRIBES AN 8-MONTH PROJECT WHOSE GOALS WERE (1) TO MOTIVATE AND OFFER SUPPORT TO CULTURALLY DISADVANTAGED CHILDREN, (2) TO ENCOURAGE IN THEM POSITIVE ATTITUDES TOWARD SCHOOL, AND (3) TO ENRICH THEIR LIVES THROUGH CULTURAL EXPERIENCES. VOLUNTEER COLLEGE STUDENTS WORKED ON A ONE-TO-ONE BASIS WITH 26 THIRD-, FOURTH-, AND FIFTH-GRADE STUDENTS. THE PROJECT ALSO ATTEMPTED TO HEIGHTEN THE SOCIAL CONCERNS OF THESE VOLUNTEERS BY INFORMING THEM OF THE NEEDS OF THE DEPRIVED AND TO STIMULATE THEM TO CONSIDER HUMAN SERVICE CAREERS. THE PROJECT PROVIDED ACTIVITIES IN THE HOME, NEIGHBORHOOD, AND COMMUNITY, WHICH SOMETIMES WERE RELATED TO THE CHILD'S SCHOOL EXPERIENCES. HOWEVER, THE VOLUNTEER NEVER TUTORED THE CHILD. ALTHOUGH OBJECTIVE MEASURES DID NOT SHOW CLEAR GAINS IN THE CHILDREN'S ATTITUDES AND PERFORMANCE, THEIR PARENTS FELT THAT THE VOLUNTEERS' COMPANIONSHIP AND THE CHILDREN'S NEW EXPERIENCES WERE VALUABLE. THE SOCIAL ATTITUDES OF THE VOLUNTEERS ALSO WERE AFFECTED FAVORABLY. THE FIRST PART OF THE REPORT IS DESIGNED FOR THE GENERAL READER AND THE SECOND FOR THE SPECIALIST. A SAMPLE APPLICATION FORM FOR VOLUNTEERS IS APPENDED, AND 14 TABLES SUMMARIZE THE DATA. (NH)

ED 028 469 CG 003 726

Neale, Daniel C. *Johnson, David W.*

College Student Participation in Social Action Projects.

American Educational Research Association, Washington, D.C.

Pub Date Feb 69

Note—17p.; Paper presented at the American Educational Research Association Convention, Los Angeles, California, February 5-8, 1969.

Descriptors—Cocurricular Activities, College Curriculum, *College Students, Projects, Social Attitudes, Social Change, Social Values, *Student Behavior, *Student Characteristics, Student Participation, *Student Research, *Student Volunteers

To obtain information about student constructivists (students whose social concern is expressed through involvement in restitutive work), this study investigated the extent of college student involvement in constructive social activities, and compared the characteristics of these students with a random sample of undergraduates at the University of Minnesota. Results indicated that while college students appear to be interested in constructive social action, most feel too pressed by other obligations to participate. It is theorized that the small minority who participate do so because family and friends place a high value upon social action, or because of that action's relevance to their major field or vocational choice. Colleges should, perhaps, find means to encourage constructive outlets for social concern. Findings also indicate that constructivists, as distinct from activists, do not appear markedly different from other college students. Volunteers tend to live near campus in residences other than their family home. This appears to indicate that students involved in social action activities have achieved a higher degree of social maturity and have found an independent way to extend family values. (KP)

ED 021 840 TE 000 49[illegible]

Raushenbush, John

THE STUDENT AS TEACHER.

Pub Date Dec 67

Note—3p

Journal Cit—The Independent School Bulletin; v27 n2 p35-6 Dec 1967

Descriptors—*ENGLISH INSTRUCTION, EXPERIMENTAL TEACHING, *PEER TEACHING, SECONDARY EDUCATION, *STUDENT PARTICIPATION, STUDENT SEMINARS, TEACHING METHODS, TUTORING

Through "preparing-to-teach," students at Fountain Valley School, Colorado Springs, felt that they learned material better and gained confidence and personal satisfaction. Their interest in teaching began with two unrelated projects--(1) an "older brother" project in which 11th- and 12th-grade boys tutored elementary students from predominantly Negro neighborhoods, and (2) a classroom project in which students gave 15-minute lectures and led discussions on their research papers. These projects led to the inclusion of a two-part program in the senior high English curriculum. In the first part, students lectured and led discussions on topics relevant to a number of assigned works from classic and modern literature. The other part involved assigning two seniors to a ninth- or 10th-grade English class where they (1) observed the class for 3 days, (2) completed evaluation forms on the class, and (3) collaborated with the teacher on preparing lesson plans for three class periods. (LH)

ED 045 212 PS 004 196

Santa Monica Children's Centers, Santa Monica, California: Low-Cost Day Care Facilities for Children of Working Mothers Made Available Through the Cooperation of the California State Government and Local School District. Model Programs--Childhood Education.

American Institutes for Research, Palo Alto, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No—OE-20135

Pub Date 70

Note—21p.; Booklet is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December, 1970

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.220:20135, $0.20)

HC Not Available from EDRS.

Descriptors—Childhood Needs, *Day Care Programs, *Day Care Services, Extended School Day, Group Activities, Pamphlets, Parent Participation, Play, *Preschool Programs, School District Autonomy, State Aid, *Student Volunteers, Teenagers, *Working Women

Identifiers—Neighborhood Youth Corps

Two of the four Santa Monica Children's Centers are nursery schools for children aged 3 to 5; the other two centers serve as extended care facilities for children of school age. All centers are concerned with meeting the physical, intellectual, and emotional needs of children on a long-term basis and stress a program offering a variety of play experiences. Staff members work with student assistants from junior high, city college, and the Neighborhood Youth Corps. This affiliation lightens the teachers' work load and benefits the students by giving them valueble experience in child care. Parents participate in communication and fund raising activities at both state and local levels. Local school districts and the state government also cooperate to help assure quality day care at a price working parents can afford. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general. (Author/WY)

ED 036 675 AA 000 513

Sloan, Nancy E.

Personnel Services Review. Series 3: Human Resources in the Guidance Programs. Students in Helping Roles.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2487

Pub Date Mar 70

Contract—OEC-3-6-002487-1579-(010)

Note—10p.

Descriptors—*Counseling Programs, *Peer Groups, Peer Relationship, *Peer Teaching, *Program Development, Research Reviews (Publications), *Student Participation, Student Role

Seven models of elementary, secondary, and college level programs which use students as aides to counselors and teachers are presented. The programs selected emphasize the effectiveness of student-to-student programs which focus upon academic, social, or personal adjustment problems under the supervision of a trained adult. Action possibilities and suggestions for program implementation are included with the models. (Author)

ED 035 987 EA 002 747

Student Involvement: A Bridge to Total Education.

North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.

Pub Date Aug 69

Note—27p.

Available from—Task Force for Student Involvement, Rm. 326, Dept. of Public Instruction, Raleigh, N.C. (Free)

Document Not Available from EDRS.

Descriptors—*Activism, Administrative Personnel, *Administrator Guides, Annotated Bibliographies, Civil Liberties, Court Litigation, *High Schools, School Law, *Student Participation, Student Role, *Student School Relationship

This document, prepared by students involved in the Task Force on Student Involvement program, provides guidelines for administrators who are attempting to enhance constructive student participation in the total educational program. An outline of specific recommendations for dealing with high school unrest is followed by general recommendations contained in "The Letter for Administrators," reprinted from the September 1969 issue of Educator's Dispatch. Robert L. Hinson's "Student Discipline and Student Rights: A Changing Area of School Law," which originally appeared in the May 1969 issue of Popular Government, is also reprinted to provide guidance in the areas of student discipline and student rights. An annotated bibliography on high school student unrest, listing 39 recent citations, is included. (JH)

ED 026 665 CG 003 380

Thomson, Ruth

Volunteers to Prevent Emotional Problems in Children. Summary Progress Report.

Counseling Service of Addison County, Inc., Middlebury, Vermont.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 31 Jan 68
Note—10p.

Descriptors—Behavior Problems, College Students, *Elementary School Students, Mental Health Clinics, *Mental Health Programs, *Prevention, *Student Volunteers, *Underachievers

The Counseling Service of Addison County, a community mental health clinic, began in 1966 as a four-year project under a National Institutes of Mental Health grant to determine whether emotional problems could be prevented by the early assignment of college student volunteers (from Middlebury College) to underachievers in the early grades of elementary school. This progress report covers the second year. Records, report card grades, and achievement test scores were reviewed. The California Test of Personality, the Goodenough-Harris Drawing Tests, and the Bender Visual Motor Gestalt Test were administered, and a behavior-rating scale was completed by the teachers. Although the data is not yet statistically significant, observations by teachers and parents were favorable. It appears that the volunteer college student is generally more stable than the average student. While all data is tentative and too early for definite conclusions, the project has continued to progress in its second phase according to the original plans. (KP)

ED 040 713 JC 700 181

Ware, Claude Gold, Ben K.

Los Angeles City College Peer Counseling Program.

Los Angeles City Coll., Calif.
Pub Date Jul 70
Note—77p.

HC Not Available from EDRS.

Descriptors—Academic Achievement, *Counseling Programs, *Disadvantaged Youth, *Dropout Prevention, Guidance Counseling, *Institutional Research, *Junior Colleges, Mexican Americans, Negro Students, Peer Relationship, Persistence, Student Motivation, Student Role

Identifiers—*California

A student-counselor-assistant program was initiated at Los Angeles City College (California) in the fall of 1968. Its objectives included determining if these peer counselors could influence the academic success and motivation of socio-economically disadvantaged students to complete the 2-year program, and if they might ultimately help recruit youths into the program. Short-term program evaluation was carried out by comparing scholarship and persistence statistics for three groups: (A) the socio-economically disadvantaged students who received counseling by the student advisors; (B) a comparison group of socio-economically disadvantaged students who failed to respond to the invitation to be counseled; and (C) a comparison group of fall 1967 entrants. Results after the first semester of the program showed: (1) group A students persisted at a statistically significant higher rate (99 per cent) than did group B (81 per cent) and group C (88 per cent); (2) group A students performed at a higher academic level than group C students, and at an almost identical level with group B students (who had demonstrated a higher aptitude for college work on the entrance examination); and (3) 90 per cent of the group A students rated the program as good or excellent, as did 100 per cent of the student counselors. Results after the second semester revealed that subsequent persistence and academic performance effects are not as apparent after the first semester. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

ED 046 010 CG 006 067

Weber, J. Robert Custer, Carson

Youth Involvement

Pub Date 70
Note—35p.
Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402. ($.25 per copy)

HC Not Available from EDRS.

Descriptors—Change Agents, Community Development, *Decision Making, *Delinquency, Program Design, Social Change, *Youth, Youth Problems, *Youth Programs

This booklet provides an introduction to the concept of youth involvement and is intended to provide information for those working in the delinquency fields. Traditionally youth involvement has been concerned with making programs more meaningful to youth and in fostering commitment on the part of youth to the goals of a program. This publication, however, is concerned with youth involvement defined as the active participation of young people in decision making regarding programs and policies that affect them and in implementing these programs and policies. After a discussion of the societal context for the participation of youth, the history of youth involvement, and various youth involvement models employed in the past it is concluded that with the exception of the development of techniques for involving delinquents in helping other delinquents very little has been learned about involving youth in decision making and program implementation. Recently, however, there has been a shift from treating youth as mere recipients of services to engaging them as active participants. Examples of such programs are presented. (RSM)

ED 034 714 Paskal, Dolores; and Others. NEW ROLES AND RELATIONSHIPS FOR STUDENTS IN SCHOOL AND COMMUNITY SETTINGS. Detroit: Wayne County Intermediate School District, 1969. MF-$0.65 HC-$3.29 26P.

This booklet lists suggested roles and relationships based on an involvement model concerned with process as well as product. Suggested activities are based on the rationale that youth, like teachers, need a sense of genuine participation in the educational enterprise if their growing disinterest and disengagement is to be reversed. The introductory section notes the need for criteria for evaluating youth experiences in school. The major portion of the document is a checklist with brief description of approximately 40 existing and innovative student roles in schools. Main categories are: (1) job experience for individuals or small groups, e.g., clerical aides, tutors, service apprentices; (2) school and community activites designed to provide needed learning and talent-exploring experiences and opportunities, e.g., student cooperative paperback and supply store, student advisory committee, science fair and art exhibits; (3) curriculum-oriented roles and relationships, e.g., elective courses or sessions developed and taught by student teams, self-directed study programs, paired learning, simulation techniques and games. Included are brief descriptions of 25 learning games produced by six different designers. (JS)

Journal Articles

Calabro, Hilda. *Student Initiative for Curricular Change.* Improving College and University Teaching, 1969, 17(3), pp164-165.

Fleming, J. Carl. *Pupil Tutors and Tutees Learn.* Today's Education, October 1969, 58(7), pp22-24.

A unique tutoring program, Student Team Action, is described as a powerful influence in bringing teachers, students and parents together. The program results in mutual respect and understanding from a concerted effort to help one another.

Freedman, Marion; and Others. *Utilizing Drug-Experienced Youth in Drug Education Programs.* National Association of Secondary School Principals Bulletin, September 1969, 53(338), pp45-51.

The technique of employing young persons who have had experience in the use of drugs as discussion leaders with high school students is a viable one. The young leaders demonstrated that they were capable of controlling a group and of creating an atmosphere conducive to the raising of questions which might not have been asked in a structured classroom setting.

Hipple, Theodore W. *Participatory Education: Students Assist Teachers.* National Association of Secondary School Principals, September 1969, 53(338), pp80-89.

An old saw in education has it that one learns something best by teaching it. This has been true of Shaker Heights (Ohio) High School science students who are working in teams of five to seven students and are teaching science several days a week to elementary school students. This program grew in five years from one team of six high school students and one elementary classroom to over 100 students and 20 classrooms.

Johnson, Harriet. *Pupils as Teachers,A Brief Survey of Current Programs.* Social Policy, November 1970, 1(4), pp69-71.

It has long been obvious that children learn from their peers, but the more significant new observation is that pupils learn through teaching other pupils. From this a major classroom strategy follows, namely, that every child be given the opportunity to play the teaching role because it is through playing this role that he really learns how to learn. The author surveys various modern experiments that demonstrate "learning through teaching." The question is whether this highly significant principle can really be institutionalized in our school system.

Kohler, Mary. *Youth Tutoring Youth.* National Association of Secondary School Principals Bulletin, March 1969, 53(335), pp117-123.

As a result of an experimental tutoring program, it was concluded that fourteen and fifteen year olds can profit from enrollment in an in-school Neighborhood Youth Corps program; tutoring is well suited to being a work assignment for in-school NYC enrollees; and the program can sustain the tutors' interest and participation.

Knox, C. Kenneth. *Student Involvement in an Expanded Vocational Guidance Program.* The School Counselor, January 1969, 16(3), pp203-204.

A student's suggestion and the resultant follow-up activities of a group of students has resulted in an expanded vocational information program throughout an entire junior high school. Originally, the planned vocational guidance program was a unit on occupations taught in the ninth grade social studies class plus whatever additional help came from the individual efforts of counselors and teachers. The program as expanded is continuous from the seventh through the ninth grades and is planned and administered by a committee of students and counselors with the assistance of other students and teachers.

Lobitz, W. Charles. *Maximizing the High School Counselor's Effectiveness: The Use of Senior Tutors.* School Counselor, 18(2), pp127-129.

This pilot project was designed to provide maximum counseling contact for students failing an academic course and to require a minimum of counselor time. High achievement seniors were used to provide daily contact with sophomores who were failing English.

McCarthy, Barry W., and Berman, Alan L. *A Student-Operated Crisis Center.* Personnel and Guidance Journal, March 1971, 49(7), pp523-532.

In this article we describe an attempt to meet a university community's needs for emergency mental health services through the establishment of a student-operated telephone emergency service. The service provides an interesting model for use of nonprofessionals in mental health services, in which the professional functions primarily as a trainer and consultant, rather than offering direct services. We describe the structure of the center and then discuss further innovations and projects.

McCurdy, Alexander, III. *Two Way Street: A New Kind of Tutoring Program.* Independent School Bulletin, October 1969, 29(1), pp25-27.

Mood, Mozetta, and Wilson, Doris. *Teacher-Counselor Cooperation: Building Self-Concepts and Confidence in Children.* School Counselor, May 1970, 17(5), pp364-366.

Describes project to raise self image of all fifth graders by giving them responsibility of helping first grade children with difficulties, academic and adjustment.

Simmons, Adine; and Others. *Students in Recruiting and Selection.* Journal of the National Association of College Admissions Counselors, February 1970, 14(3), pp25-27.

Panel discussion by Adine Simmons, University of Chicago, Wesley Martin, Jr., University of Wisconsin, and Robert L. Jackson, Oberlin College, focusing on use of minority college students in recruiting. Theory is that only a minority student, succeeding at a particular college, can fully relate to other minority students. Confidentiality is a considered issue, but not one to cause alarm.

Teachers: Students Assist Each Other at Tutorial Project School. Nations Schools, September 1969, 84(3), p44.

Tutoring by Students. School Review, September-December 1969, 77(3), pp229-244.

Vassos, Sonya Thomas. *The Utilization of Peer Influence.* The School Counselor, January 1971, 18(3), pp209-214.

The peer influence model holds great potential for assisting new students develop more effective behavior in the school setting while at the same time establishing a close and cooperative relationship with older students.

Voege, Richard B. *Innovating? Involve the Student!* Clearing House, May 1969, 43(9), pp543-546.

Vriend, Thelma J. *High-Performing Inner-City Adolescents Assist Low-Performing Peers in Counseling Groups.* Personnel and Guidance Journal, May 1969, 47(9), pp897-904.

Operating from the theoretical base that the adolescent social system and group procedures could be incorporated into strategies for improving the school performance of disadvantaged students, a supervised program of peer leadership in counseling and study groups was developed for a group of inner-city high school students. A method of training students to be peer leaders in the groups was developed, and the effects of the program on the academic performance of the selected students were evaluated. In the demonstration program, the example of achieving peers and the support and reinforcement of a group with similar goals provided the impetus for inner-city high school juniors to develop better classroom skills, higher grades, and higher levels of vocational and educational aspirations and expectations.

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Describes use of older students to provide valuable one-to-one relationship for younger ones, as well as increased awareness of meaningful relationships for themselves.

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